

WOODMONT MIDDLE

325 N. Flat Rock Road
Piedmont, SC 29673

GRADES 6-8 Middle School

ENROLLMENT 845 Students

PRINCIPAL Toni Faulconer 864-299-8373

SUPERINTENDENT Dr. Phinnize J. Fisher 864-241-3456

BOARD CHAIR Tommie Reece 864-271-3619

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

BELOW AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	11	25	7	0

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 15 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Unsatisfactory	N/A
2002	Below Average	Unsatisfactory	N/A
2003	Below Average	Unsatisfactory	No
2004	Below Average	Below Average	No

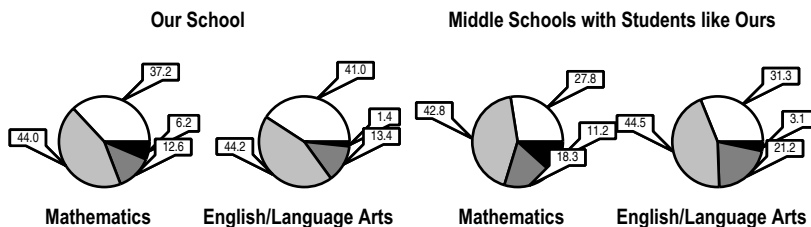
DEFINITIONS OF DISTRICT RATING TERMS





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

94.4%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	850	99.5	40.8	44.3	13.4	1.4	24.5	Yes	Yes
Gender									
Male	459	99.1	46.9	41.8	10.3	1.0	18.3		
Female	391	100.0	33.4	47.4	17.2	2.0	32.0		
Racial/Ethnic Group									
White	600	99.7	36.2	45.5	16.4	2.0	29.3	Yes	Yes
African-American	230	99.1	52.0	42.0	6.0	0.0	12.0	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	10	100.0	71.4	28.6	0.0	0.0	0.0	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	664	99.4	31.4	51.6	15.2	1.8	28.4		
Disabled	186	100.0	75.8	17.4	6.8	0.0	9.9	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	850	99.5	40.8	44.3	13.4	1.4	24.5		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	850	99.5	40.8	44.3	13.4	1.4	24.5		
Socio-Economic Status									
Subsidized meals	438	99.3	51.1	41.4	7.2	0.3	16.6	No	Yes
Full-pay meals	412	99.8	30.8	47.2	19.4	2.6	32.1		

Mathematics - State Performance Objective = 15.5%									
All Students	848	99.7	36.9	44.2	12.7	6.2	28.9	Yes	Yes
Gender									
Male	457	99.3	38.2	43.7	12.3	5.8	28.5		
Female	391	100.0	35.5	44.8	13.1	6.7	29.4		
Racial/Ethnic Group									
White	600	99.7	31.3	45.2	15.7	7.8	35.0	Yes	Yes
African American	228	99.6	53.3	40.7	4.5	1.5	12.1	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	10	100.0	28.6	57.1	0.0	14.3	0.0	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	663	99.7	26.9	49.6	15.7	7.8	35.1		
Disabled	185	99.5	74.8	23.9	1.3	0.0	5.7	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	848	99.7	36.9	44.2	12.7	6.2	28.9		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	848	99.7	36.9	44.2	12.7	6.2	28.9		
Socio-Economic Status									
Subsidized meals	437	99.3	44.5	43.7	9.1	2.7	21.2	Yes	Yes
Full-pay meals	411	100.0	29.6	44.7	16.1	9.6	36.4		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	282	99.6	45.5	39.4	14.2	0.8	15.0
	Grade 7	261	99.6	36.0	49.6	13.6	0.8	14.4
	Grade 8	290	99.7	46.3	44.8	8.1	0.7	8.9
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	297	99.7	48.2	36.6	13.8	1.4	15.2
	Grade 7	283	100.0	35.6	54.1	9.6	0.7	10.4
	Grade 8	274	98.9	38.4	46.3	13.3	2.0	15.3

Mathematics								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	282	100.0	26.7	47.0	17.0	9.3	26.3
	Grade 7	261	100.0	43.5	41.8	11.4	3.4	14.8
	Grade 8	290	100.0	49.8	42.8	7.0	0.4	7.4
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	297	99.7	30.8	41.3	17.0	10.9	27.9
	Grade 7	283	99.7	33.8	48.3	12.6	5.2	17.8
	Grade 8	274	99.6	48.6	40.8	8.2	2.4	10.6

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 845)				
Students enrolled in high school credit courses (grades 7 & 8)	15.2%	Up from 12.3%	13.3%	14.6%
Retention rate	2.6%	Down from 6.2%	3.2%	3.0%
Attendance rate	94.4%	Down from 94.6%	95.8%	95.9%
Students with disabilities other than speech taking PACT (ELA) off grade level	7.9%		6.2%	5.7%
Students with disabilities other than speech taking PACT (Math) off grade level	7.1%		5.7%	5.3%
Eligible for gifted and talented	14.5%	Up from 11.9%	16.9%	14.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	21.8%	Up from 20.6%	14.4%	13.9%
Older than usual for grade	4.7%	Down from 5.8%	4.0%	4.2%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	4.5%	Up from 3.3%	0.6%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%

Teachers (n= 49)				
Teachers with advanced degrees	46.9%	Up from 41.5%	44.9%	48.7%
Continuing contract teachers	77.6%	Up from 75.5%	85.7%	81.7%
Highly qualified teachers**	91.7%	N/A	91.7%	90.4%
Teachers with emergency or provisional certificates	2.4%		5.9%	5.3%
Teachers returning from previous year	86.8%	No change	86.6%	85.1%
Teacher attendance rate	95.9%	Down from 98.6%	95.0%	94.8%
Average teacher salary	\$39,951	Down 3.2%	\$39,714	\$40,566
Prof. development days/teacher	14.7 days	Up from 11.3 days	11.1 days	11.0 days

School				
Principal's years at school	2.0	Up from 1.0	3.0	3.3
Student-teacher ratio in core subjects	23.0 to 1	Up from 21.9 to 1	20.8 to 1	21.3 to 1
Prime instructional time	88.5%	Down from 92.6%	89.2%	89.3%
Dollars spent per pupil*	\$5,217	Up 1.1%	\$5,656	\$5,821
Percent of expenditures for teacher salaries*	60.1%	Down from 61.9%	60.8%	61.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	98.5%	Down from 99.0%	95.2%	95.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	N/A	Average	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	93.2%	92.0%
Highly qualified teachers in high poverty schools**	93.7%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	No

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Woodmont Middle School sits in a rural area in the southern part of Greenville County. We serve students from a large attendance area where approximately sixty percent ride the bus. During the 2003-04 school year, we found budget cuts that created large classrooms and the loss of five teachers. We were still able to team at sixth and seventh grades, and a managed a modified team in eighth grade. The loss of one plan period for all teachers meant a loss of time to do quality planning together and limited time for professional development.

Woodmont Middle School just completed its first year of implementing the International Baccalaureate (IB) program in our sixth grade. We are phasing in the IB program one grade level per year. We have applied for authorization and hope to have our official visit in the 2004-05 school year. We chose to offer the benefits and full IB program as a whole school concept. Along with this, Woodmont Middle School faculty is also trained and just finished their second year of the Baldrige Strategies for Continuous School Improvement. As part of a district initiative to assist in data-driven decision-making, we maintain a School Portfolio/Strategic Plan. Through additional state funding we were able to provide ELA assistance classes during the school day. Our after-school program for PACT assistance served approximately 200 students.

Woodmont Middle School offered the following courses for high school credit: 7th grade Algebra 1; 8th grade Algebra 1; Geometry; English 1; and Spanish 1. For the 2004-05 school year, French 1 will be added to the 8th grade curriculum.

One of our goals for this school year was to revitalize our School Improvement Council and PTA and to bring more parents and volunteers into our school. We have increased the opportunities for parents to visit the school by offering Math/Science Nights, two drama productions, multiple sporting events, volunteer drop-ins, and many other events.

Our mission statement is to "Prepare students academically and socially to become responsible, productive members of society." Our faculty, staff, and administration will continue to work toward program improvement, data driven decision-making, and continuous quality school improvement.

Brenda Campbell
Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	36	228	85
Percent satisfied with learning environment	72.2%	47.6%	58.3%
Percent satisfied with social and physical environment	88.9%	53.1%	52.4%
Percent satisfied with home-school relations	44.4%	77.2%	57.3%

*Only students at the highest middle school grade level at this school and their parents were included.